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ABSTRACT

This resource guide was developed for teachers and administrators interested in participating in intercultural and international exchange programs or starting an exchange program. An analysis of an exchange program's critical elements discusses exchange activities; orientation sessions; duration of exchange; criteria for participation; travel, lodging, and meals; and securing financial support. Two educator exchange programs sponsored by the Southwest Educational Development Laboratory are described: New Mexico's Teacher-Ambassador Exchange Program between schools in New Mexico and in Guadalajara and Monterrey, Mexico; and an exchange between Richardson (Texas) and Ciudad Victoria (Tamaulipas, Mexico). After these two exchanges, U.S. and Mexican participants met in focus groups to reflect on their experiences. Comments focus on educators' increased awareness of the host culture, opportunities to practice the host language in homes and communities, and increased awareness of similarities and differences between the two countries' educational systems (school schedules and activities, curriculum, instructional practices, instructional materials, use of technology, language instruction, roles of parents and teachers, and teacher certification and development). Profiles of seven active exchanges between U.S. educators and those in Mexico or Spain include contact information, program characteristics, goals, activities, and host site information. Mexican institutes and cultural centers in the United States are listed, as are education offices of the Spanish Embassy. Appendices discuss data collection and present focus group questions in English and Spanish. (SV)

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EDUCATOR EXCHANGE RESOURCE GUIDE

Cris Garza

Victor Rodríguez

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Educator Exchange Resource Guide

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I. INTRODUCTION

The five-state region served by SEDL is becoming increasingly diverse in population. Within the past decade, the schools in SEDL's region have experienced a 262 percent increase in the number of students who speak Spanish in the home (U.S. Census Bureau, 1990). This demographic shift has immediate implications for the region, particularly the states of Texas and New Mexico because of shared borders with Mexico, which has remained the country of origin for the majority of immigrants to the United States (García, 1994). However, this demographic shift also is changing the student population in the states of Arkansas, Louisiana, and Oklahoma.

School districts with high numbers of culturally and linguistically diverse students face many challenges. The performance of these students is typically low. Students spend much of their time in subject area classes with teachers who do not understand their native language and who have had little or no training on how to communicate with them. This failure to understand diverse student cultures often hinders effective teacher-student communication, and these cultural misunderstandings can be a barrier to instruction (Tharp, 1997; Viadero, 1996).

Integrating cultural content into professional development is one effective strategy to better prepare educators to address diversity in the classroom.

Integrating cultural content into professional development programs is one effective strategy to better prepare educators to address diversity in the classroom. Opportunities to live and teach in another culture can generate multicultural competency, nurture positive cross-cultural attitudes and skills, and produce a deeper understanding of the need for cross-cultural competencies (Chisholm, 1994). The necessity of direct intercultural experience is universally supported (Zeichner, 1993).

In an effort to promote and facilitate intracultural and intercultural experiences for educators, SEDL sponsored two educator exchanges between the U.S. and Mexico in 1996. Information collected from participants in these exchanges was used to help create this resource guide, which was developed for teachers and adminis-

trators interested in participating in educator exchanges or for those interested in starting an exchange program. It includes an analysis of an exchange program's critical elements, descriptions of the two SEDL exchanges and participants' outcomes, and information regarding other similar programs. Because we have recorded many of the insights shared by participants in the SEDL exchange, Section III of this guide may also be of interest to teachers who work with recent immigrant students from Mexico, as it discusses differences between the United States' and Mexico's educational systems.

Left: New Mexico teachers who participated in one of the SEDL exchanges discuss their experiences.

II. CRITICAL FEATURES OF EXCHANGES

The primary goal of most educator exchanges is to provide an opportunity for teachers and administrators to be immersed in an educational and cultural experience that will enhance their professional knowledge and skills. They participate to increase their proficiency in the language of the host country, to learn more about the students they teach, and to promote goodwill between the host and visiting countries.

SEDL sponsored two short-term exchanges between the U.S. and Mexico (described in more detail in Section III) to increase teachers' and administrators' knowledge about cultural and educational backgrounds of immigrant students and to study the impact these exchanges had on educators. The paired exchanges involved twelve teachers from New Mexico and Nuevo Leon and two administrators from Texas and Tamaulipas (a total of 28 participants). Each member of the pair stayed in the other's home and shared his/her professional experience for two weeks.

To help ensure a successful exchange experience, it is important to match participants' expectations for the exchange as closely as possible with the opportunities and parameters of the exchange.

SEDL then reviewed transcripts of focus groups, questionnaires, and journals kept by the participants (see the Appendices) as well as some active teacher exchanges. Based primarily on the SEDL Educator Exchange Program experience, the following section provides aspects to consider when thinking about participating, establishing, or tailoring an exchange program.

IMPORTANT EXCHANGE FEATURES

To help ensure a successful exchange experience, it is important to match participants' expectations for the exchange as closely as possible with the opportunities and parameters of the exchange. In addition to the exchange's goals, there are other features that should be considered. These include exchange activities; orientation sessions; duration of exchange; criteria for participation; travel, lodging, and meals; and financial support.

Exchange Activities

In selecting an exchange, it is important to clarify the range of activities available. Most educator exchanges include a mix of activities, such as participating in professional development sessions; providing in-services when necessary; teaching in bilingual, English as a second langague (ESL), and foreign language classrooms; participating in extracurricular events and meetings where students/parents are in-

volved: tutoring; translating; and attending faculty meetings.

The SEDL exchanges were designed for the participant to shadow the host teacher from morning until evening. Opportunities for cultural outings, shopping for supplemental materials to take back home, and visiting other schools were also provided. For example, during the SEDL-sponsored exchanges, teachers co-taught with their host teachers for two weeks. During this time they also planned lessons together, shared materials, and questioned each other about the educational systems of their countries. Some of the U.S. participants whose work involved different grade levels at their schools or districts had the opportunity to work and/or visit both elementary and secondary levels in Mexico. All of the New Mexico participants prepared a mini-workshop in reading or ESL, and some had the opportunity to provide professional development to other teachers in the host schools. Participants observed and visited other classrooms, interviewed students, and interacted with as many people as possible who could provide more in-depth information about the students and the educational system. The administrators from Mexico attended a professional development institute.

Orientation Sessions

Although seeing is believing, it is helpful to prepare participants with a very specific orientation session in advance of the visit and/or exchange. Every exchange orientation should provide information about the culture of the host country, including its customs and traditions. Consulates and embassies can provide additional information regarding travel and other logistics, pertinent cultural issues, the curriculum used in schools, teacher certification requirements, scheduling, school facilities, etc. Ideally, orientations would also include scenarios to help participants prepare for unforeseen circumstances and how best to deal with them. This can help participants overcome some of the culture shock they may experience when visiting another country. One group from the SEDL-sponsored exchanges attended several orientation sessions, including one provided by a previous cohort of exchange teachers.

Duration of Exchange

The length of time teachers participate in exchanges can vary tremendously. Post-to-post exchange programs, where teachers exchange teaching positions simultaneously for a given period of time, are common in programs between Spain and some U.S. states. The duration of other exchanges depends on the commitment made between the exchange teacher and the school or school district; for instance the Mexican government and the U.S. Migrant Education program promote four-to-eight week exchanges during the summer. Although the duration of most

Left: Teachers from Mexico who participated in a SEDL exchange discuss their experiences in one of the focus group sessions following the exchange.

exchanges is limited to several weeks, there are exchange programs, such as the Visiting Teacher Program offered through the Spanish Embassy, that require teachers to stay for at least a full academic year, with an option of extending the stay up to three or more years.

Criteria for Participation

All exchanges require participants to have proficiency in the visiting country's language. Some require a specific number of years of teaching experience in certain grade levels and in specific subject areas. Other exchanges require participants to take language-proficiency tests, and in the case of long-term exchanges, modified versions of the teacher competency tests mandated by the host state.

Travel, Lodging, and Meals

Logistics involved in organizing the exchanges include arranging travel permits, group rates for flights, and other matters. It is advisable to contact the host country's consulate regarding travel permits, visas, and other assistance as well as to ensure that the proper documentation is in place when participants get ready to travel.

Some exchanges include lodging and meals; others do not. In the case of the SEDL exchanges, participants stayed in the homes of host families (in most cases, in those of the teachers with whom they were paired), where they were also provided with meals. Other exchanges may have participants staying at hotels and/or college dorms, or in the case of lengthier exchanges, in apartments. There are several factors to consider when arranging lodging, such as gender, marital status, and age of the visiting and/or host participants. Problems could arise if more than one participant stays with the host family since costs for that family would increase, especially for meals, utilities, telephone calls, etc.

Financial Support

Securing appropriate funding for establishing or participating in an exchange is clearly the most difficult aspect of such a program. Very few exchanges provide the necessary funding for this activity, although some might pay partial expenses. For example, the Program for Mexican Communities Abroad, which sponsors a teacher exchange between several states in the U.S. and Mexico, pays for teachers' travel from Mexico to the U.S. However, U.S. schools are expected to pay a stipend for the Mexican teacher once she or he arrives.

Securing appropriate funding for establishing or participating in an exchange is clearly the most difficult aspect of such a program.

III. SEDL'S EDUCATOR EXCHANGE PROGRAM

Teachers are especially challenged . . . when cultures and backgrounds of their students differ significantly from their own. In such situations, students succeed best when their teachers understand their lives and communities and design instruction accordingly.

English Update
Center on English Learning & Achievement, 1998

In 1994 SEDL sponsored a series of meetings along the U.S.–Mexico border as part of its Border Colloquy Project, which focused on the shared border regions of the states of Chihuahua, Coahuila, New Mexico, Nuevo Leon, Tamaulipas, and Texas. Participants in these meetings recommended teacher exchanges to promote binational understanding and cooperation. In response, SEDL agreed to sponsor a small number of educator exchanges to determine the critical components and outcomes of such exchanges.

Four objectives were identified for these exchanges:

- for U.S. teachers to learn more about the Mexican educational system, culture, customs, history, geography, etc.,
- for U.S. teachers to learn practical Spanish,
- for U.S. teachers to learn about the different teaching strategies used by Mexican educators, and
- for Mexican teachers to learn more about the U.S. educational system through their interactions with U.S. teachers.

SEDL arranged for two exchanges between the United States and Mexico: the New Mexico Teacher-Ambassador Exchange and the Richardson–Cd. Victoria Exchange. This section describes these two exchanges and the benefits for educators who participated.

NEW MEXICO'S TEACHER-AMBASSADOR EXCHANGE PROGRAM

SEDL contracted with the New Mexico State Department of Education (NMSDE) to offer the Teacher-Ambassador Exchange Pro-

gram. NMSDE had participated in an earlier exchange in 1995. The NMSDE selected 12 teachers to participate in an exchange with the state of Nuevo Leon in Mexico, including seven bilingual teachers from grades 1–5, three bilingual resource teachers for grades K–8, one ESL/bilingual coordinator who oversaw grades 6–8, and one ESL/bilingual director for grades K–12. The participants' teaching experience varied from few to many years. The ethnic composition of the participating teachers from

TEACHER AMBASSADOR EXCHANGE PROGRAM

New Mexico State Department of Education
Bilingual Multicultural Department
300 Don Gaspar, Room 303
Santa Fe, NM 87501-2786 USA

Contact person: Mary J. Habermann
Phone: 505/827-6666
FAX: 505-827-6566

Background Information

Host sites:
Guadalajara, Jal. México
Monterrey, N.L. México
Albuquerque, NM USA
Estancia, NM USA
Española, NM USA
Farmington, NM USA
Hatch, NM USA
Las Cruces, NM USA
Los Lunas, NM USA
Questa, NM USA

Year Program began: 1995

Type of exchange:
Two-way; paired exchange

Participants:
Bilingual and/or ESL teachers, resource teachers, coordinators

Grade levels represented: K-12

Subject areas represented:
English, Spanish, math, science, language arts

Duration: Two weeks

Financial Support:
Transportation and stipend provided by SEDL; meals and lodging by host country

Criteria for participation:
Spanish writing sample; teaching degree; English and Spanish proficiency; involvement in bilinqual and/or ESL; preparation of three mini-workshops for receiving school

Recruitment procedures:
New Mexico State Department of Education

Exchange Activities

- All teachers visited and observed in classrooms; generally assigned to same grade level; some co-taught ESL, literacy, music, geography, etc.; worked in the content areas in Mexico and vice-versa
- Some of the upper-grade U.S. teachers assisted with technology in the upper grades
- Conducted student interviews
- Provided mini-workshops for colleagues
- Co-developed lesson plans, shared and acquired materials
- Visited bookstores and attended cultural outings
- Interacted with other colleagues from New Mexico

Other Information

Teachers participated in a "paired exchange," i.e., they lived in the home of their teacher-partner from Mexico and shared their teaching experience for two weeks. Their teacher-partner from Mexico then visited New Mexico to live in their home and shared classroom teaching experiences. The prior cohort of teachers provided an orientation session for the teachers who participated in the second year.

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New Mexico was divided almost evenly between Hispanic (52 percent) and Anglo (48 percent). Twelve schools from eight school districts participated in the exchange.

RICHARDSON–CD. VICTORIA EXCHANGE

SEDL also invited the Region X Education Service Center (ESC) of Richardson, Texas, to participate along with the Mexican state of Tamaulipas in its educator exchange program. This exchange involved teacher trainers instead of classroom teachers and administrators.

Region X ESC selected a Span-

RICHARDSON-Cd. VICTORIA ESC REGION X–SECUDE*

Education Service Center, Region X
400 E. Spring Valley Rd.
Richardson, TX 75083-1300 USA

Contact: Gary Bowers
Phone: 972/231-6301
FAX: 972/231-3642

Background Information

Host sites:
Richardson, TX USA
Cd. Victoria, Tamps., México

Year program began: 1996

Type of program: Two-way exchange.

Participants:
Spanish consultant; Spanish teacher for distance learning

Program size:
Two participants from each country

Grade levels represented: K-12

Subject areas represented:
English, Spanish

Duration: Two weeks

Financial support:
Transportation and stipend provided by SEDL; meals and lodging by host country

Criteria for participation:
Former and/or current teacher; provided professional development in their region; Spanish- and English-language proficiency

Recruitment procedures:
Education Service Center

Exchange Activities

- Orientation sessions on educational systems
- Interview of second-grade teacher who provided training in reading
- Visit to university for future preschool teachers
- Classroom visits from preschool up to secondary
- Observations in ESL, two-way bilingual, content areas in English and Spanish
- Cultural outings to museums, cathedrals, malls, bookstores, and archeological sites
- Mexican educators participate in a Staff Development Summer Institute

Other Information

A representative from the service center met the two administrators in Cd. Victoria in order to develop a video that captured as much as possible of the city's culture, schools, educational programs and methodologies, etc. The video was used during the staff development for U.S. teachers. All focus sessions in the U.S. and Mexico were also videotaped by the same person from the service center.

*SECUDE is a Spanish acronym for Secretariat of Education, Culture and Sports.

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ish consultant and a distance-learning television instructor. Tamaulipas education officials selected the two participants from their state. Arrangements were made to have the two Texan participants visit Tamaulipas for two weeks during June 1996 while school was still in session (Mexico's school year ends in late June).

The two participants from Tamaulipas also spent two weeks in Richardson, Texas, and assisted in the Summer Institute for Spanish Teachers organized by Region X ESC. SEDL covered transportation costs and a stipend for all four participants; the stipends were used for the purchase of materials in the host country. All other incidentals were the participants' responsibility.

PARTICIPANTS' EXPERIENCES

After these two exchanges, participants met in focus groups to reflect on their experiences. Participants' responses to focus-group questionnaires were divided into two primary areas: (a) increasing cultural awareness and (b) increasing awareness and understanding of the similarities and differences between the two countries' educational systems. The following sections describe participants' responses in both areas. (See Appendices A and B.)

Increased Cultural Awareness

Initially, most teachers' knowledge of the other's culture was somewhat limited. By living with host families, U.S. teachers were able to acquire firsthand knowledge of how that family's culture was reflected in the school environment and the community.

One participant remarked:

Living with a family was the added plus of this program; and because you learn with the family, you learn with the friends, the environment. That was what made the difference of the program. Just being with these people all the time, and not just going home after the time is up at the end of the day, but being with them day and night—that helped me to better understand families that I have in my classroom now.

U.S. participants mentioned being treated as family members during their stay. Many commented on the positive attitude and generosity of their Mexican colleagues and families in spite of their many hardships. Their hosts' openness to questions and ideas was also noted. Students and families treated their U.S. guests with respect and courtesy. Mexican students evidenced pride in their heritage and close family ties. As one U.S. teacher explained, "even as Hispanics, we've lost that to a great extent here in the United States."

These experiences helped U.S. teachers gain invaluable insights into Mexican students' culture. As one teacher commented, this grassroots experience resulted in a better understanding of Mexican philosophies and social trends, enabling teachers to be more sensitive to recent immigrant students. This, in turn, would help them prepare more meaningful lessons for ESL students and students of limited English proficiency (LEP) in the U.S.

The U.S. teachers appreciated the opportunity to become immersed in a foreign language. Although most had mastery of the Spanish language, the exchange opportunity allowed them to practice "formal" Spanish in their hosts' homes and communities. One teacher was surprised at how everyone's Spanish, including her own, was frequently corrected in the home. The following teacher comments reflect this sentiment.

I was able to practice and learn new vocabulary that I need to use in my teaching position.

I practiced my Spanish to benefit my bilingual classes' writing.

This experience allowed me to better my Spanish.

Professionally, it has helped my Spanish speaking and interpreting skills.

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Mexican teachers commented that the exchange made them aware of similarities with their U.S. counterparts. For example, certain geographical regions and culinary habits of the U.S. Southwest were similar to those of their home country.

> *To me it seemed so similar, even the name of Nuevo Leon and New Mexico. And something else that we identify with is the similarity in the mountain ranges. The mountain they call Las Sandias, well we have a Sandia mountain here [in the rural area of Dr. Arroyo, Nuevo Leon] as well. The food is also very similar. In reality, I was able to visit some churches and it seemed as if I were in Guanajuato or in a place like that in Mexico. Their [New Mexican] culture is very similar to our [Mexican] culture.*

Increased Awareness and Understanding of Both Countries' Educational Systems

Both the U.S. and Mexican educators acknowledged their commitment to children and education. As one Mexican teacher reflected:

> *And we found out that we have something in common. Despite the huge differences we found, we seem to like being teachers, we love education, we love our students. I truly think that teachers in the U.S. have much in common with the teachers in Mexico.*

This commitment provided the foundation for them to learn more about each other's educational system and how each could benefit from the other. This section presents U.S. and Mexican educators' reports and reflections about the educational systems present in both countries.

• School Day

U.S. educators immediately recognized the differences between the two countries' school day. Many of the U.S. teachers were not aware of the different school schedules followed in Mexico. Normally, Mexican facilities house two schools serving two different sets of administrators, staffs, and students. These schools operate two different shifts (morning and afternoon) to accommodate as many students as possible. For the U.S. teachers, this explained why many of their recent immigrant Mexican students tired easily, especially after lunch.

Before the exchange experience, Mexican teachers were not aware of the many extracurricular activities (e.g., band, music, football) U.S. students engaged in during the school day and had expected to see more instruction-related activities. Although the school day in the U.S. is a few hours longer, Mexican participants concluded that the U.S. and Mexican educational systems devote almost the same amount of time to instruction.

• Curriculum

U.S. educators reported that the Mexican elementary curricula were very similar to those of the U.S. in many respects. For instance, the social studies program carried the same emphasis on citizenship and family. In contrast, the Mexican elementary curricula were more advanced in math, science, and geography.

U.S. and Mexican teachers traded scope and sequences. U.S. teachers shared the Mexican scope and sequence and supplemental materials with their colleagues in the U.S. upon their return from Mexico. They noted that these materials were useful in helping recent immigrant students make the difficult transition from one educational system to the other.

U.S. teachers incorporated holidays and/or famous people into their classroom curriculum as they had seen in Mexico. As one teacher explained:

> *You get into "La Cucaracha" from Pancho Villa's army into George Washington's army and Yankee Doodle Dandy; Benito Juarez, well Abraham Lincoln was parallel and similar. So I've tried to help people in finding and looking for concepts that have some comparability in building the pride with a lot of the positive cultural aspects. You don't always find one, but when you start looking, you'd be surprised.*

• Instruction

Both U.S. and Mexican teachers noted significant differences in classroom instruction between the two countries. Most schools in Mexico rely on teacher-directed instruction, with the exception of private schools that allow for more group work and student-directed instruction. Because of the number of students in the classroom, lack of teaching materials (such as manipulatives for hands-on activities), and schedules that require teachers to roam from room to room, teachers in Mexican public schools are somewhat limited in the techniques and strategies used in the classroom.

U.S. teachers discussed the possibility of expanding instruction in their classrooms by including Mexican literature, music, riddles, poetry, and art. These new options were a direct result of their observations of Mexican classrooms. One teacher pointed out that the inclusion of traditional music from Mexico had helped at least one of her students become more interested in school; previously this student had spent most of his school day in detention. Other U.S. teachers echoed similar praise for including such materials in their classrooms.

Mexico's educators noted that U.S. teachers seem to act more as facilitators than transmitters of knowledge. There was less direct instruction going on and instruction was more personalized. They observed the active participation of students and how students were allowed to express and exchange ideas.

Similar to their U.S. counterparts, Mexico's teachers planned to incorporate some of the instructional strategies they had observed in U.S. classrooms. One teacher was very intrigued with cooperative learning.

> *It was very interesting for me to see that during class the teacher used cooperative learning. This is one of the methods that we teachers are currently analyzing in the SECAM (Nuevo Leon's professional development academy). It was very interesting to me that these methods are currently used in the U.S. schools very effectively. The application of these techniques, and how the teacher implements them, seem interesting and I believe we can take advantage of that.*

An upper-grade teacher was considering increasing the time for English across the content areas in order to build the students' bilingual skills. Other teachers were exploring the DEAR reading program (Drop Everything and Read), rewards for reading, and tutoring programs. Mexican educators believed that reading strategies like these could be incorporated immediately into their programs.

> *I am currently doing this study on reading strategies, and it is interesting to see how children in the U.S. are motivated to read, not only with textbooks, but with literary works. At Truman High School, I had the opportunity to see a program which has everyone interested in reading . . . from the principal to the custodian. I like it and I am thinking about using it next year at the school where I work. It is a very good way of making everyone become interested in reading and I think we can use it here [in Mexico].*

• Resources

U.S. teachers learned about Mexico's national curriculum and the national textbooks program. Mexico's Federal Ministry of Education (Secretaría de Educación Pública) publishes all elementary textbooks, which are distributed free to students nationwide. U.S. teachers commented on the strong reflection of the Mexican culture found in the textbooks and admired the use of famous paintings and the importance placed on celebrating heroes and local leaders in their community.

> *We really need to get many of our [Spanish] materials from Monterrey [or from Mexico] because their textbooks are superior to anything that I have seen and that we've tried to purchase in the U.S. I speak as a bilingual resource teacher where you're trying to enrich a school with Spanish language*

skills. I got those [materials] and when I looked through them, it was awesome. They were just so beautifully done and they were at various levels. . . so that's one thing to key into.

U.S. teachers returned with language instructional materials to use in their classrooms. For example, they brought materials to help solidify their Spanish literacy courses. Because of the authenticity and originality of the materials, teachers anticipated using these materials to support other content areas as well. They also noticed that teachers in Mexico consistently integrated writing, spelling, and phonics skills in their lessons and planned to use the same approach in their classrooms.

Mexican educators noted that U.S. teachers had access to an abundance of teaching resources and materials. Federally funded programs, such as Title I, student access to libraries, transportation, and cafeterias were all aspects of the U.S. educational system that the Mexican participants pointed out as definite advantages. The exchange experience, however, served to reconfirm their own dedication as educators, since they considered themselves to be successful as teachers in spite of limited resources.

• Technology

U.S. participants were able to observe secondary students in Mexico using the Internet and interacting electronically (e-mail) with students from Australia, Canada, and Italy. U.S. teachers were especially interested in the use and acquisition of software programs that focused on Spanish grammar and that were not readily available in the U.S.

Mexico's teachers were exposed to the use of instructional technology in U.S. classrooms and were interested in its applications. Although the use of instructional technology in Mexico is still somewhat limited, teachers indicated that they perceived it as a possible means for future communication between students and/or teachers of both countries. They thought this would be a promising way for all to practice Spanish and/or English.

• Language Instruction

ESL/English as a foreign language (EFL) teaching in Mexico includes a lot of Total Physical Response (TPR), but with integration of content, including music, poetry, dance, and drama. English instruction has always been emphasized at the secondary and higher-education levels in Mexico, and currently there are pilot programs for teaching English at the elementary level in some states. Many of the ESL/EFL teachers in Mexico are not fluent in English. One U.S. teacher, who observed a secondary ESL teacher, made reference to the teacher's use of audiolingual methods that are not very common in teaching ESL in the U.S. Also, U.S. educators observed that ESL/EFL in Mexico was implemented differently. They did not see a prescribed form for teaching ESL/EFL, but saw it taught differently in many of the classrooms.

Through discussions and classroom observations U.S. teachers came to realize that there is a significant difference in the concept of bilingual education in Mexico. Although bilingual education exists in Mexico, it is at times referred to as the education imparted to the indigenous populations (where Spanish is the second language). However, in most cases, the concept of bilingual education is more of a two-way bilingual program, especially in private schools, where there is a strong emphasis on the teaching of English. The U.S. teacher trainers had the opportunity to visit some private schools that had implemented two-way bilingual programs, and acknowledged that students were discussing difficult themes in English.

The teachers from Mexico recognized the challenge that U.S. educators face in providing instruction to Spanish-speaking groups that are not of Mexican origin. They found that U.S. teachers learned to use different lexical terms to meet the needs of the vocabulary of the many Spanish-speaking groups and identified some of the Spanish used by U.S. teachers as archaic. They also discovered that teachers provided les-

sons across all grade levels that included the cultures of other Spanish-speaking countries through the use of games, dance, and music.

• Roles of Teachers and Parents

Educators from both countries discussed the different roles that teachers and parents play in each country's educational system. U.S. educators noted the respect that Mexican students have for teachers as figures of authority. Most U.S. participants mentioned that they noticed few discipline problems in the classrooms. Students in Mexico stood up when teachers walked into the classrooms or when asked to respond in class.

The U.S. educators spoke about the limited roles parents have in Mexico's schools and in the decision-making process; parents allow teachers to make decisions about their children's schooling. Nevertheless, parental support at home is strong. U.S. teachers mentioned students were motivated to attend school and complete schoolwork at home, and their parents followed up on school-related issues. Parents are treated as honored guests at school and often are invited to attend programs and/or contests showcasing their children's skills in poetry reading, music, and dancing.

Mexican participants observed that teachers in Mexico are respected and appreciated more by students and the community. They also suggested that the U.S. culture allows for certain liberties that lead to discipline problems. For example, U.S. students are more independent, are given more choices, and have more freedom to move around in the classroom. This gave the impression that U.S. teachers lack the authority to discipline students.

Mexican teachers acknowledged the strong influence parents have in the educational process in the U.S. They also noted school programs in which family members were active participants; e.g., grandparents serving as storytellers in reading programs, and other collaborative initiatives between parents and the school.

• Teacher Certification and Professional Development

Many of the U.S. teachers noted that Mexican teachers hold lifelong teaching certification that is valid throughout the country. Furthermore, teachers are not required to attend professional development workshops or training to keep abreast of new techniques and strategies. Career advancement is based on merit and regulated by the teachers' union. Mexico's teachers seek to move up from teaching at the elementary level to the secondary level because it means more pay and more status. As a result, it is feasible that elementary-certified teachers in Mexico may end up teaching English and other courses in which they lack the specialized training.

Left: Classroom in Mexico shown during the time one of the SEDL exchange participants was teaching.

Mexican teachers said they were also impressed with the support given to teachers in implementing such approaches as cooperative learning, innovative reading strategies (such as Drop Everything and Read), and the use of instructional technology in the lower grades.

- **Special Education**

The issue of inclusion of special education students in mainstream classrooms was also of interest to teachers from Mexico, although there was a sense of discrepancy with regard to the way the U.S. educational system deals with special needs students. While some Mexican teachers favored this type of program, others stated that special education students in the U.S. were still being segregated due to the special assistance being received through paraprofessionals and small group instruction. In Mexico, regular classroom teachers are expected to oversee the instruction of all their students, including those with special needs.

IV. Profiles of Active Exchange Programs

The following section contains profiles of seven active exchanges. The exchanges all involve participants who are teachers or administrators and provide stays in the host country that can extend from weeks to possibly years. Although some exchanges have existed with other countries for many years, the exchanges described in this document are specifically between the U.S. and Mexico and/or Spain. The year the program began is indicated in each profile, and contact information is provided in case one wants to get an update on any of these exchanges.

All of the profiles contain the goal specified to the sponsoring agent. For example, the Spanish Embassy, the Mexican Consulates, and even one of the migrant programs have as one of their common goals the recruitment of teachers to meet the demand for teachers in the U.S. These teachers are usually recruited for bilingual and/or immersion programs at the elementary level, and for Spanish as a foreign language, mainly at the secondary level.

All profiles have a section on exchange activities. Some of the applications list the activities for the visiting participant, although the main activity is the participant's involvement in the classroom as co-teacher, assistant, or teacher. Other activities include attending orientation and professional development sessions, and serving as a resource to the host site.

Included in the profiles is information on the criteria for participation. For the most part, proficiency in the language of the host country and teaching experience are required. Other sections describe the financial support available for participants and provide additional information about the programs.

The following descriptors were used to collect information for the profiles in this section of active exchanges. These descriptors were identified by examining the features of the SEDL Educator Exchange Program and became part of the criteria for the selection of other

Profile descriptors

- Name of Educator Exchange Program
  - Address
  - Country
- Organization
  - Contact information
- Program Background
  - History
  - Type of exchange
  - Grade levels
  - Subject areas
- Goals
  - Exchange activities
  - Teaching assignments
  - Types of meetings attended
  - Staff development
  - Classroom observations/visits
  - After-school events
  - Cultural outings
  - Student/parent involvement
- Host Sites
  - Criteria for participation
  - Financial support
  - Evaluation
  - Recruitment procedures
  - Other information

Note: A profile may not include every descriptor.

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exchanges. These criteria included that participants have teaching experience, and they be proficient in the use of Spanish and English. The following format was used as a starting point to develop the profiles of active programs. The list of descriptors should not be considered as all-inclusive for every profile.

ACADEMIC AND STUDENT EXCHANGE PROGRAM
Texas Tech University and Universidad de las Américas-Puebla (UDLA)

Texas Tech University
Box 41701
Lubbock, TX 79409-1071 USA

Contact: Amie Mitchel Beckett
Phone: 806/742-1997 x262
FAX: 806/742-2179
Email: abeckett@ttacs.ttu.edu

Background Information

Host sites:
Lubbock, TX USA
Puebla, Pba. México

Year program began: May 1998

Type of program: One-way exchange

Participants: Teachers

Program size: Five to ten participants

Grade levels represented: K-5

Subject areas represented:
English, Spanish, math, science

Duration: Three weeks

Financial support:
Personal funding for living expenses and salary; housing provided on the UDLA campus (*dormitorios*)

Criteria for participation:
Currently enrolled in Master of Education or Doctor of Education program at Texas Tech or another university; Spanish and English languages required; transfer credit must be checked at home institution; exchange or research worker takes part in research work and/or gives lectures at receiving university

Recruitment procedures:
University, Internet, conferences

Program Goals

- To promote international friendship and world peace by stimulating and supporting intercultural activities and projects among teachers and administrators of the U.S. and Mexico

A few of the course objectives in the syllabi are as follows:

- To become familiar with major program models for language instruction in a multicultural context
- To understand major theories of language, content and culture in relation to the selection of instructional models
- To develop Spanish vocabulary for cognitive and academic learning
- To understand that language is a system representing concepts and cultural information
- To understand the role of prior knowledge/language development and experience in learning new information
- To study the relationship between language use and content-area knowledge in a bilingual classroom
- To observe the systematic use of two or more languages for cognitive and academic development.
- To examine sociolinguistic factors in instruction decision-making for two-way bilingual immersion programs

Exchange Activities

- Development of lessons, instructional units, and *cuadernos de vocabulario* (vocabulary notebooks); classroom visits
- Observations at the Colegio Americano, including two-way bilingual programs
- Attendance at university classes and orientation sessions
- Cultural outings to pyramid in Cholula
- Cultural tour of Puebla, including libraries, cathedrals, market, etc.

Other Information

Before the exchange, teachers access assigned readings and resource materials through the Internet in order to draft possible research questions to be addressed during the practicum in Mexico. Plans are underway to adapt course content for students in Mexico. An agreement has been finalized by the two universities. The university provides two advanced seminars in Curriculum and Instruction as elective courses for the Master of Education with a bilingual education emphasis. See part of the objectives from the course syllabi under Program Goals in this profile.

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BINATIONAL PROGRAM
CALIFORNIA/MEXICO VISITING TEACHER*

Ventura County Superintendent of Schools Office
5189 Verdugo Way
Camarillo, CA 93012 USA

Contact: Gildardo Villaseñor
Phone: 805/383-1924; 800/451-9697
FAX: 805/383-6973
Email: gvillasenor@vcss.k12.ca.us

Background Information

Host sites:
Michoacán, Mexico**
Fresno, CA USA
Lynwood County, CA USA
Los Angeles, CA USA
Oakland, CA USA
Salinas, CA US
San Francisco, CA USA
West Contra Costa, CA USA

Year program began: August 1995

Type of exchange: One-way

Participants: Teachers

Program size: Up to 100; Summer program 30-50

Grade levels represented: K-12

Subject areas represented:
English, Spanish, math, science

Duration: Up to three years

Financial support:
Personal financing for long-term stay; district facilitates paperwork; family hosts participant for summer

Criteria for participation:
For long-term stay, teachers must qualify for California credential; take modified California Basic Educational Skills Test (CBEST) examination; professional level of proficiency in English; two years of teaching experience; strong desire to work with Spanish-speaking students in the U.S.; cross-cultural experience; summer requirements not as extensive as long-term stay requirements

Recruitment procedures:
Services to California school districts include: contact with Mexican educational authorities; advertisement of California vacancies in Mexico; planning and organization of recruitment trips; liaison with the Commission of Teacher Credentialing, U.S. Department of Labor, and the Department of Immigration and Naturalization Services.

Program Goals

- To recruit teachers from Mexico to assist and teach in school districts with a migrant population

Exchange Activities

- Teachers assigned to team situations during the summer
- Full-time teachers work in the elementary grades, or upon request in other content areas
- Attend all meetings required by district
- Participate in all staff development provided by district
- Assist teachers with parent involvement sessions
- Serve as resources for U.S. teachers

Other Information

For many years, the Binational Program in the California Migrant Division has worked closely with Mexico. It facilitates the transfer of school records, provides access to educational materials and staff development, and recruits Mexican teachers. Similar programs can also be found in other U.S. migrant states such as Colorado, Michigan, and Oregon. Presently, the Mexican Consulates are expanding programs of this type in other states using the same model as was initiated through the Binational Program. For more information on this type of program, contact the state migrant departments of the Mexican Institutes and Cultural Centers listed on pages 21–22.

* For more information on this program see Part II of *Children of La Frontera* (1996). Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, Charleston, WV.

** Information on cities involved not available.

FULBRIGHT TEACHER EXCHANGE PROGRAM
INTERCAMBIO DE MAESTROS

The Fulbright Teacher Exchange Program
600 Maryland Ave. S.W.
Room 140
Washington, D.C. 20024-2520 USA
Contact: Christine Buttram
Phone: 800/726-0479
FAX: 202/479-6805
Email: cbuttram@grad.usda.gov
http://grad.usda.gov/International/exchange.html

Comisión México–Estados Unidos para el Intercambio
Educativo y Cultural
Londres 16, P.B. Col. Juárez
Mexico City, D.F. Mexico 06600 Mexico
Contact: Dr. Eduardo Andere
Phone: 525/209-9100 x3473
FAX: 525/208-8943
Email: linda@servidor.unam.mx
http://www.comexus.org.mx

Background Information

Host sites: Not available

Year program began: 1990

Type of exchange: One-way and two-way

Participants: Teachers, administrators

Program sizes: Not available

Grade levels represented: 9-12 (U.S.); 7-12 (Mexico)

Subject areas represented:
English, Spanish, math, science

Duration: 6-24 weeks

Financial support:
Research/fellowships; U.S. teachers and foreign teachers continue to receive their salary from home schools while abroad. For Mexico, Fulbright-García Robles - CONACYT-IIE scholarships available.

Criteria for participation:
U.S. citizenship; fluency in English and Spanish; at least a bachelor's degree; current full-time teaching/administrative assignment and three years of full-time teaching experience; approval of school administration; and no previous participation in a full-time Fulbright teacher exchange. Teachers from Mexico accepted in grades 9-12 in any subject area as well as two-year college teachers; for U.S. teachers accepted for grades 7-12.

Recruitment procedures:
The Fulbright program is well known internationally; information can be accessed through the Internet through educational institutions.

Program Goals

- To help promote mutual understanding between the people of the United States and the people of other countries through education exchanges
- To have teachers gain an understanding an appreciation of the similarities and differences between nations by living and working abroad

Exchange Activities

- Teaching assignment in any subject area; determined by the availability of comparable applicant in both U.S. and Mexico
- Priority teaching assignment given to language teachers
- Orientation workshop held in Mexico City

Other Information

Direct exchange of teaching assignment requires that U.S. teachers obtain a one-semester leave of absence with pay from school authorities. The U.S. institution agrees to accept a teacher from Mexico for one semester who has secured a leave of absence with pay (Mexican teacher will receive a stipend; no additional cost will accrue to the U.S. school). U.S. teachers should be aware that some Mexican schools require more teaching (because of two teaching schedules) than the schools in the U.S.

PROGRAMA PARA LAS COMUNIDADES MEXICANAS EN EL EXTRANJERO (PCME)

Secretaria de Relaciones Exteriores/Secretaria de Educación Pública de México
Homero 213-Piso 13, Col. Chapultepec Morales
Mexico City, DF 11570 Mexico
Contact: Carlos Gonzalez
Phone: 525/254-6832

Background Information

Host sites:*
California USA
Colorado USA
Florida USA
Oregon USA
Pennsylvania USA
Texas USA
Washington USA

Year program began: 1996

Type of exchange: Two-way

Participants: Teachers, administrators

Program size: Started with 70 and increasing

Grade levels represented: K-9

Subject areas represented: English, Spanish

Duration: 4-6 weeks

Financial support:
Secretary of Foreign Relations funds travel for Mexican teachers; host schools provide lodging, meals, and a stipend of $100-$200 per week for personal expenses. U.S. teachers seek their own funding and financial support, normally through the school district.

Criteria for participation:
English and Spanish proficiency required; teaching degree; and current employment as a teacher.

Recruitment procedures:
Regions in the U.S. which have a large concentration of students migrating from a specific location in Mexico are identified through local Mexican Consulates. The U.S. and Mexico sites are asked to participate in a two-way exchange, which is arranged by the Mexican Consulate and the local U.S. school district. Teachers from Mexico are selected by Mexico's Ministry of Public Education, according to specified criteria previously determined by the U.S. local school district.

Program Goals

- To foster a knowledge of Mexico history, culture, values and national traditions among Mexican and Mexican American students in the U.S.
- To encourage ongoing communication between Mexican and U.S. teachers in order for them to share experiences about the teaching/learning process at the elementary and secondary levels
- To contribute to the improvement of the educational services offered to Mexican and Mexican American students living in the U.S. by means of the Teacher Exchange Program

Exchange Activities

- Assist U.S. counterparts in the classrooms
- Conduct staff development
- Observe and/or visit classrooms
- Participate in extracurricular events that are scheduled by the host school
- Attend mostly weekend cultural outings
- Participate in meetings where students/parents are involved
- Serve as a resource for the school

Other Information

This type of program originated with the Migrant Binational Programs before 1996. Currently, the Teacher Exchange Program is expanding and is active in matching the states from Mexico (Durango, Hidalgo, Jalisco, Zacatecas, Oaxaca, etc.) with the school districts that receive students from those states. For more information about the programs that are taking place in the U.S., contact information is available from the list of Mexican Institutes and Cultural Centers in the U.S. on pages 21–22.

* Names of cities not available

MEXICAN INSTITUTES AND CULTURAL CENTERS
Institutos y Centros Culturales Mexicanos en Estados Unidos

Centro Mexicano
3220 Peachtree Road, N.E.
Atlanta, GA 30305
Phone: 404/264-1240
404/266-1932
FAX: 404/264-1932

Lic. Jacob Prado
Consulado General de México
200 E. 6th St.
Austin, TX 78701
Phone: 512/478-9031
512/478-2866
FAX: 512/478-8008

Instituto Cultural Mexicano
300 North Michigan Ave.
2nd Floor
Chicago, IL 60601
Phone: 312/606-0555
312/606-0806
FAX: 312/264-1929

Lic. Marcela de la Mar
Centro Mexicano
48 Steele Street
Denver, CO 80206
Phone: 303/331-1870
303/331-1872
FAX: 303/331-0169

Sra. Ma. Dolores Limongi
Centro Mexicano
910 East San Antonio Street
El Paso, TX 79901
Phone: 915/533-6311
915/533-8555
FAX: 915/532-7163

Ma. Elena Reilly
Centro Mexicano
111 South Independence
East Mall
Bourse Bldg., Suite 1010
Philadelphia, PA 19106
Phone: 215/625-4897
215/922-4312
FAX: 215/923-7281

Lic. Jaime Orozco
Instituto Mexicano
1549 India Street
San Diego CA 92101
Phone: 619/231-8414
619/231-8410
FAX: 619/231-4802

Lic. Lilia Aguiera
Centro Mexicano
870 Market Street
Suite 528
San Francisco, CA 94102
Phone: 415/393-8003
415/392-5554
FAX: 415/393-8020

Lourdes Chávez
Instituto Mexicano
830 Van Ness Ave.
Fresno, CA 93271
Phone: 209/445-2615
209/233-3065
FAX: 209/233-5638

Paloma Gorostiza
Instituto Mexicano
30115 Richmond
Suite 100
Houston, TX 77098
Phone: 713/524-2951
FAX: 713/523-6244

Lic. Leticia Quezada
Instituto Mexicano
125 East Paseo de la Plaza
Suite 300
Los Angeles, CA
Phone: 213/624-3682
213/624-3660
FAX: 213/624-9387

Ma. del Carmen Austin
Centro Mexicano
1418 Beech Street
Suites 102, 104, 106
McAllen, TX 78501
Phone: 210/686-0243
210/686-0244
FAX: 210/686-4901

Ma. Teresa Villarreal
Centro Mexicano
1200 N.W. 78th Ave.
Suite 200
Miami, FL 33126
Phone: 305/716-0095
305/716-4977
FAX: 305/593-2647

Lic. Leticia Díaz Infante
Centro Mexicano
380 North First St.
Suite 102
San Jose, CA 95112
Phone: 408/294-3415
408/294-8602
FAX: 408/294-4506

Javier Manjarrez Cortez
Centro Mexicano
2132 Third Ave.
Seattle, WA 98121
Phone: 206/441-0552
FAX: 206/448-4771

Lic. Delfina Maya
Centro Mexicano
#2 Canal St., Suite 840
New Orleans, LA
Phone: 504/525-1105
504/522-3597
FAX: 504/525-2332

Juan García de Oteyza
Instituto Mexicano
8 East 41st Street
New York, NY 10017
Phone: 212/725-8167
212/689-0460
FAX: 212/481-9676

Sra. Lorenza del Río
Centro Mexicano
1990 W. Camelback Rd.
Suite 110
Phoenix, AZ 85012
Phone: 602/271-4858
602/249-2363
FAX: 602/271-4883

Guadalupe Castañeda
Centro Mexicano
1010 8th Street
Sacramento, CA 95814
Phone: 916/446-3691
FAX: 916/446-3692

Lic. Felipe Santander
Instituto Mexicano
600 Hemisfair Plaza
San Antonio, TX 78205
Phone: 210/227-0123
FAX: 210/223-1978

Ma. Elena Urias Rebeil
Centro Mexicano
553 S. Stone Ave.
Tucson, AZ 85701
Phone: 520/882-5596
FAX: 520/882-8959

Dr. Alvaro Rodríguez
Instituto Mexicano
2829 Sixteen N.W.
Washington, D.C. 20009
Phone: 202/728-1628
202/728-1629
A. Fierro
Phone: 202/728-1624
FAX: 202/462-7241

EMBAJADA MEXICANA
Mexican Embassy

Embajada Mexicana
1911 Pennsylvania Ave. N.W.
Washington, D.C. 20006
Phone: 202/234-6000

SPAIN-LANGUAGE/CULTURE ASSISTANTS

Embassy of Spain
Education Office
2375 Pennsylvania Avenue, N.W.
Washington, D.C. 20037-1736 USA

Contact: See contact on page 26.
Phone: 202/728-2335
FAX: 202/728-2313
http://www.spainembedu.org

Background Information

Host sites: Not available

Year program began: Not available

Type of exchange: One-way

Participants:
Most are teachers who have completed their teacher training; usually 23-30 years old

Program size: Not available

Grade levels represented: 1-12

Subject areas represented:
Spanish, culture

Duration: One academic year

Financial support:
Paid by Ministry of Education and Culture of Spain; free lodging should be provided; schools should provide free lunches whenever possible

Criteria for participation:
Master of arts degree

Recruitment procedures:
Through embassy, school districts, and universities where Spanish Resource Centers are located

Program Goals

- To provide the opportunity for students to learn foreign languages from native speakers
- To increase global awareness on part of students taught by foreign teachers
- To increase understanding of the language, history, and culture of the assistant's home country
- To provide an opportunity to develop lifelong professional relationships and friendships

Exchange Activities

- Help teachers in language and culture classes (A few of the sample activities described in the application: co-teach, tutor, develop lessons, and develop exercises with authentic materials)
- Translate
- Visit and assist in social studies, art, English, and Latin classes
- Make presentations in music
- Participate in extracurricular activities, school class trips, and cultural trips
- Plan International/Multicultural Day
- Attend faculty meetings

Other Information

The Ministry of Education and Culture of Spain and the Education Office of the Embassy of Spain in Washington, D.C. promote this program for primary and secondary schools in the U.S. that wish to participate. Assistants help students and teachers of Spanish to learn about the language and culture. For more information on the language/culture assistants' program, contact one of the Spanish Resource Centers or the Spanish Embassy Education Offices listed on page 26.

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SPAIN POST-TO-POST EXCHANGE

Embassy of Spain
Education Office
2375 Pennsylvania Ave. N.W.
Washington, D.C. 20037-1736 USA

Contact: See contact list for each office on page 26
Phone: 202/728-2335
FAX: 202/728-2313
http://www.spainembedu.org

Background Information

Host sites:
San Francisco CA USA
Albuquerque, NM USA
Madrid, Madrid Spain (list of available sites in application)

Year program began: Not available

Type of exchange: Two-way

Participants: Teachers

Program size: Not available

Grade levels represented: 1-12

Subject areas represented:
Spanish, culture

Duration: One academic year

Financial support:
Teachers remain employed by their school districts. The teachers' salaries will continue to be paid by the board, and benefits and seniority will remain intact

Criteria for participation:
Current full-time teaching experience in the U.S.; three years of experience in teaching Spanish and a commitment to teach English in Spain; approval of his/her administration

Recruitment procedures:
Through embassy, school districts, and universities where Spanish Resource Centers are located

Program Goals

- To increase understanding of the host country, its language and academic field
- To provide the opportunity for a career-enhancing experience that allows teachers to gain new perspectives and be exposed to new teaching methods
- To offer the opportunity to develop lifelong professional relationships and friendships, and to become a member of an "international community of scholars"
- To foster a global perspective

Exchange Activities

- Teachers from the U.S. are assigned to teach English in Spain, while teachers from Spain are assigned to in Spanish in bilingual or immersion classrooms; since the exchange teachers cover their counterpart's teaching position, it is required that participants' grade level position be similar
- All teachers attend the same meetings or participate in activities as required by the assigned post

Other Information

For more information on the post-to-post programs, contact the Spanish Resource Centers or the Spanish Embassy Offices listed on page 26.

SPAIN VISITING TEACHER PROGRAM

Embassy of Spain
Education Office
2375 Pennsylvania Ave. N.W.
Washington, D.C. 20037

Contact: See contact list for each office on page 26
Phone: 202/728-2335
FAX: 202/728-2313
http://www.spainembedu.org

Background Information

Host sites:*
California USA
Connecticut USA
Florida USA
Georgia USA
Maryland USA
New Mexico USA
Texas USA
Washington USA

Year program began:
Since 1986 in California; 1998 extended to other states in the list shown above

Type of exchange: One-way

Participants: Teachers

Program size: Over 400 in California

Grade levels represented: K-12

Subject areas represented: English; Spanish

Duration: One to six years

Financial support:
Spanish government pays for round-trip travel, as well as lodging and breakfast for each district representative who travels to Spain for the screening of teachers. School districts assume the cost of other meals and other incidental fees.

Criteria for participation:
Currently teaching with at least six months of service; completion of a Spanish teacher-preparation program; pass the English Cambridge Proficiency exam; have background and skill needed by the participating school districts; submit a complete portfolio documenting education and experience; comply with the state or district's specific credentialing requirements.

Recruitment procedures:
The Spanish Ministry of Science and Education advertises in the Spanish National Bulletin the availability of teaching positions. The bulletin also indicates requirements for applicants.

Program Goals

- To place teachers from Spain in K-12 public schools where their Spanish skills and their professional background and experience can enrich the education of students
- To assist in meeting the need for Spanish bilingual teachers and teachers of Spanish as a foreign language of students in public schools
- To provide Spanish teachers, U.S. students, teachers, and the general public with a cross-cultural experience that can foster mutual understanding and respect
- To create opportunities for teachers from Spain to build their professional expertise and English language skills

Exchange Activities

- Teachers assigned to places that have Spanish foreign language classes, transitional and immersion classes
- Participate in team-teaching arrangements
- May be placed in Spanish/English as a second language class if teacher has second language acquisition background
- Attend orientation sessions and professional development activities designed to meet needs of visiting teachers
- Prepare for each state's or district's credentialing requirements
- Participate in professional activities and as a resource

Other Information

For more information about the visiting teacher program, contact one of the Spanish Resource Centers or Spanish Embassy Education Offices listed on page 26

* Names of cities not available.

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EMBASSY OF SPAIN

Education Office
2375 Pennsylvania Ave. NW
Washington, DC 20037
Phone: 202/728-2335
FAX: 202/728-2313
http://www.spainembedu.org

Spanish Resource Centers

Blanca Sagarna
University of New Mexico
Science & Technology Park
801 University Boulevard SE
Albuquerque, NM 87106
Phone: 505/272-7752 or
505-272-7776
FAX: 505/272-7773
Email: sblanca@unm.edu

Isabel Baliñas Bueno
Department of Hispanic and Classical Languages
University of Houston
Houston, TX 77204-3784
Phone: 713/743-0900
FAX: 713/743-0935

Milagros Sanchez de la Blanca Camacho
Indiana University
910 State Road 46 Bypass
Bloomington, IN 47405
Phone: 812/855-2920
812/855-1845
Email: misanche@indiana.edu

Education Offices

Education Office
150 Fifth Avenue
Suite 1740
New York, NY 10011
Phone: 212/741-5144
FAX: 212/727-0849

Education Office
6300 Wilshire Blvd.
Suite 830
Los Angeles, CA 90048
Phone: 323/852-6997
FAX: 323/852-0759
Email: oecela@aol.com

Education Office
2655 Lejeune Road, Suite 1008
Coral Gable, FL 33134
Phone: 305/445-2146
FAX: 305/445-0508
Email: imoreno@worldnet.att.net

V. Summary

As noted in Section II, a key aspect of planning a successful educator exchange is matching the participants' expectations with the opportunities provided by a particular program. Along with establishing a set of goals, factors such as financial support, duration of exchange, and other logistics should be considered.

The two SEDL-sponsored exchanges described in Section III were conducted on a small scale, but included a total of 28 participating educators, both from the U.S. and Mexico. Through focus groups, questionnaires, and journals, participants discussed the value of the experience, the knowledge and skills they acquired during the exchange, and how they planned to implement what they had learned in the classroom. Included in this section is a profile of each of the two exchanges that provides background as well as other information about the exchange.

SEDL's attempt to provide a model of how educator exchanges can be carried out is not limited to a discussion of its own exchanges. By providing a list of existing educator exchange programs in this Resource Guide, SEDL hopes to assist those interested in participating in educator exchanges that offer a variety of experiences.

The exchange profiles in Section IV include useful information about programs that were active at the time this publication was produced. Furthermore, a contact person is given for those wishing to obtain additional information regarding a particular exchange.

As an example, the exchange program profiled on page 20, the Program for Mexican Communities Abroad (Programa para las Comunidades Mexicanas en el Extranjero, or PCME), currently sponsors exchanges in many states. The exchange typically calls for a two-way exchange, meaning the participating U.S. teacher or school is committed to hosting a Mexican teacher as part of the exchange. This program is designed for elementary and middle/junior high teachers or administrators. The exchange normally lasts from four to six weeks, and requires some financial support. This particular exchange caters to educators of Mexican American and Mexican immigrant students. Additional information regarding the program can be obtained by contacting one of the many Mexican Institutes and Cultural Centers in the U.S. listed on pages 21-22.

SEDL plans to make this document available on-line in the near future in PDF format. Please check our web site at <www.sedl.org>.

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APPENDICES

Appendix A: Data Collection and Analysis

Appendix B: Focus Group Questions–English

Appendix C: Focus Group Questions–Spanish

Appendix D: New Mexico Questionnaire

APPENDIX A
DATA COLLECTION AND ANALYSIS

After completing their exchange program, educators were asked to participate in a focus group and reflect on their exchange experience. A set of questions was developed beforehand to solicit participants' feedback, including what they had learned about the educational system in the host country, the procedures used in the host country's classrooms and how they differed from their own, and the potential applications of their experiences. (Focus group questions appear in Appendices B and C.)

SEDL staff conducted these focus group sessions during June 1996. The teachers from New Mexico were divided into two small groups of six teachers each; this structure allowed individual participants more time to respond. In contrast, only one focus group was conducted for the 12 Nuevo Leon teachers, thus limiting the amount of time for any individual to provide feedback.

Transcripts of the focus groups, along with the participants' journals and their responses to the questionnaires, were analyzed to identify outcomes and potential classroom applications. SEDL staff divided the focus group transcripts according to host country. One staff member began with the focus group transcripts from the U.S. teachers, while another member analyzed the transcripts from the Mexican group. The purpose of these analyses was to identify and code themes or topics that participants most frequently discussed. Once the initial coding was complete, the two staff members read and verified each other's coding of the transcripts. A similar process was used to analyze the questionnaire and journal data.

APPENDIX B
FOCUS GROUP QUESTIONS
EDUCATOR EXCHANGE PROGRAM

The purpose of this meeting is to discuss the experiences that you have had through the Educator Exchange Program. Each of you has expertise that can benefit those who will participate in future exchanges. Each question posed will give us a clear understanding of what can be done to improve exchange programs, as well as identify strengths of such programs. As we proceed, feel free to add details or return to previous questions if you recall additional information. This session is being videotaped so we can have a record of the meeting. Transcripts of the session will be used for research purposes only.

Expectations

1. When you were selected to participate in the exchange program what did you expect to experience?
2. What did you hope to gain from the experience?

Knowledge

3. What did you know about the schools in Mexico/the United States?
4. How did schools differ from what you thought they would be like?
5. What aspects of Mexican [culture in the U.S.] did you learn about or come to better understand?

Procedure

6. What methods and strategies were implemented in the [exchange] programs in which you participated?
7. How are these different from those you utilize in your classroom?

Analysis

8. How would these methods and strategies be useful for working with your students?
9. In what ways do you see your teaching changing as a result of your experiences down there?
10. In what ways have you or do you plan to share the methods and strategies you learned as a result of participation in the program?

Evaluation

11. Would you be interested in continuing these types of experiences in the future? Why?
12. What would you tell a person considering participation in an exchange program?

APPENDIX C
ENTREVISTA
PROGRAMA DE INTERCAMBIO MAESTRO/EMBAJADOR

El propósito de esta sesión es compartir las experiencias que tuvieron en el Programa de Intercambio Maestro/Embajador. Cada uno de ustedes tiene la experiencia que podría beneficiar a aquellos quienes participarán en futuros intercambios. Cada una de las preguntas nos ofrecerá una comprensión más clara acerca de lo que se puede hacer para mejorar los programas de intercambio, e identificará los mejores aspectos de estos programas. Al estar llevando a cabo la sesión, siéntese con libertad de añadir comentarios o de regresar a preguntas anteriores conforme se vayan recordando información adicional. Esta sesión está siendo grabada en video por razones de documentación solamente. La transcripción será utilizada solamente para el propósito de esta investigación.

- ¿Qué esperaba Ud. lograr de esta experiencia?
- ¿Qué sabía Ud. acerca de las escuelas en Estados Unidos?
- ¿Qué diferencias encontró Ud. en estas escuelas respecto a lo que pensaba de ellas?
- ¿Qué aspectos de la cultura estadounidense conoció o llegó Ud. a comprender mejor?
- ¿Qué métodos y estrategias fueron implementadas en los programas en que participó Ud.?
- ¿Qué diferencias encontró en éstas respecto a aquéllas que utiliza en sus clases?
- ¿Cómo podrían ser útiles éstas al implementarlas Ud. en la enseñanza con sus alumnos?
- ¿De qué manera cree Ud. que estas experiencias afectarían su metodología de enseñanza?
- Si es que lo tiene contemplado, ¿de qué manera piensa compartir con otros estas metodologías y estrategias aprendidas como resultado de su participación en el programa?
- ¿Le interesaría seguir participando en estas experiencias en el futuro?
- ¿Qué le recomendaría Ud. a otra persona interesada en participar en un programa de intercambio?

APPENDIX D
NEW MEXICO QUESTIONNAIRE
TEACHER AMBASSADOR EXCHANGE PROGRAM

The state of New Mexico, USA and Nuevo Leon, Mexico would like your thoughts regarding your recent experience in the Teacher Ambassador Exchange program. These comments will serve to assist in determining the strengths of the work done and also in planning next year's exchange.

Please fill in the information below and return to:

Lucila Cervantes Galván
Secretaría de Educación
Monterrey, Nuevo León

Mary Jean Habermann
Bilingual Education
New Mexico Department of Education
Santa Fe, NM 87501

1. What have you learned about the education of children in the school you worked in for the teacher exchange?
2. What have you learned about the systems of education in the two states?
3. What have you learned from the participating teachers that represented your state?
4. Has this experience been beneficial to you professionally? If so, describe how.
5. What changes would you recommend in planning the exchange next year?
6. How might it be expanded?
7. Are there any anecdotes you would like to share?

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